



Montana University System
Office of the Commissioner of Higher Education
46 North Last Chance Gulch, P.O. Box 203201, Helena, MT 59620-3201

REQUEST FOR PROPOSAL PACKAGE

September 1, 2009

Program Title: Development of Content Frameworks for CTE Programs of Study, Carl D. Perkins Career and Technical Education Act of 2006, Reserve Funds, Title IA, Section 112 (c) (1); Section 135 (c) (2)

The Office of the Commissioner of Higher Education (OCHE) is currently requesting applications for the development of secondary school Content Frameworks for secondary CTE Programs of Study, aligned with expectations for postsecondary CTE programs and conduct initial analysis and planning for a process that Montana can adopt to develop a technical skill assessment system that meets the core requirements of the Perkins Act in conjunction with Office of Public Instruction Career and Technical specialists and/or OCHE staff. (Suggested in order to have materials developed that have similar “branding”). The Montana State Plan for Career and Technical Education states these funds are to be competitively let and jointly administered by the Office of the Commissioner of Higher Education and the Office of Public Instruction. This is a one year grant ending June 30, 2010.

NOTE: Please read this application carefully, as the Perkins Law has changed and new requirements are in place for Perkins Funds. Direct all inquiries to T. J. Eyer at (406) 444-7915, or teyer@mt.gov. Technical assistance is available and applicants are encouraged to use these services.

To apply for a grant for Reserve funds, please submit the following:

1. Format for Proposals Form
2. Project proposal narrative
3. Objectives, Activities and Evaluation Form
4. Detailed Budget Form with a Budget Narrative

Preparation and Formatting Requirements

The Perkins Reserve Request for Proposal is to be prepared and formatted according to the following specifications:

- The proposal is to be postmarked OR received by the OCHE offices via email **no later than midnight October 1, 2009. (Or later date to get LEA time to solicit partners?)**
- Proposals will not be accepted if they are received after the above date, nor will they be accepted if incomplete or without the correct signatures. Electronic signatures are acceptable.
- Mailed proposals are to be submitted on white 8 1/2 by 11-inch paper using a 10 or 12-pt font.
- The pages of each copy of the mailed proposal are to be attached using a simple clip. Do not place the completed proposal in a binder or folder.
- The cover page of the proposal is the Format for Proposals form provided in this application packet.

Submit a hard copy of the Application Package, OR email to:

T. J. Eyer

Division Administrator for Career,
Technical, and Adult Education
Montana Office of Public Instruction
P. O. Box 202501
Helena, MT 59620-2501
Office (406)-444-7915
Cell (406)-431-8511
Toll Free 1-888-231-9393
teyer@mt.gov



FORMAT FOR PROPOSALS
REQUEST FOR PROPOSALS FOR FUNDS FROM THE
CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006
RESERVE FUNDS

IMPORTANT: Please type or print in ink. You may submit this report through regular mail only. **PLEASE NOTE THAT LATE, INCOMPLETE OR UNSIGNED REPORTS COULD RESULT IN FORFEITURE OF GRANT MONEY FROM NON-FEDERAL FUNDS.**

Eligible Recipient-Secondary or Postsecondary Institution	Date of Application	Applicant or Project ID Number
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Title of Proposed Project in 14 words or less (if applicable):

Project Director

Director's Address	City	State	Zip
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Telephone Number (s)	Email Address
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Fax Number (s)

Fiscal Staff	Phone Number	Email
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CERTIFICATION
I certify to the best of my knowledge and belief that this report, is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

Project Director's Signature:

Date Signed:

CERTIFICATION AND ASSURANCES
CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

The applicant will comply with the requirements of P.L.105-332 (the Perkins Act) and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data. **In particular, P.L. 105-332 funds will be used to supplement, and in no case to supplant, state or local funds.**

The applicant assures the Montana Board of Regents that services provided under the approved project will be provided in accordance with P.L.105-332, will not discriminate or violate provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973.

_____ Signature President, Dean or Principal	_____ Printed Name	_____ Date
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_____ Signature Project Director	_____ Printed Name	_____ Date
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_____ Signature Fiscal Agent	_____ Printed Name	_____ Date
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REQUEST FOR PROPOSALS
Program Year 09-10

RESERVE FUNDS
Carl D. Perkins Career and Technical Education Act of 2006
Title I, Part A, Section 112 (c) (1)

A. The Purpose

In part, the Carl D. Perkins Career and Technical Education Act of 2006, Section 112(c) states:

(c) In General. – From amounts made available under subsection (a)(1) to carry out this subsection, an eligible agency may award grants to eligible recipients for career and technical education activities described in section 135 in-

- (1) rural areas;
- (2) areas with high percentages of career and technical education students; and
- (3) areas with high numbers of career and technical education students.

Section 135 states: Funds made available to an eligible recipient under this title may be used-

(c) (2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs that-

- (A) improves graduation rates and provides information on post-secondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans and
- (B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills.

The Office of the Commissioner of Higher Education allocates \$100,000 of Reserve funds to be competitively let under these requirements, and specific to the development of secondary school Content Frameworks for secondary CTE Programs of Study, aligned with expectations for postsecondary CTE programs and conduct initial analysis and planning for a process that Montana can adopt to develop a technical skill assessment system that meets the core requirements of the Perkins Act in conjunction with Office of Public Instruction Career and Technical specialists and/or OCHE staff. (Suggested in order to have materials developed that have similar “branding”). For the purposes of this grant and as determined by Carl D. Perkins law, every Perkins-eligible educational institution in Montana is considered rural.

B. Distribution of Funds

Under this required and permissive use, the Montana State Plan for Career and Technical Education states these funds are to be competitively let and jointly administered by the Office of the Commissioner of Higher Education and the Office of Public Instruction for the following purposes and action steps:

1. Start-Up Planning

- Planning and coordination conference calls (Monthly throughout, and as-needed)
- A planning meeting with OPI staff and postsecondary team leaders in Montana (date TBD)
- Creation of a work plan with timelines (2 weeks after contract is enacted)

2. Development of Content Frameworks

- Creation of a project document explaining the purpose and process for the initiative (2 weeks after contract is enacted).

- Creation of a PowerPoint for use by staff in various meetings (3 weeks after contract is enacted)
- Prepare the draft Content Frameworks for the six Career Clusters/Career Pathways, adapted from the National career Clusters Initiative (4 weeks after contract is enacted)
- Create written guidance, meeting agendas for the Content Standards teams (4 weeks after contract is enacted)
- Conduct a preliminary web-meeting with each of the 6 Content Framework Teams (date TBD)
- Facilitate 6 one-day meetings in Montana with each of the 6 Content Framework Teams (dates TBD)
- Review and Revise the Career Pathway Frameworks based on Team meetings (within 3 weeks after team meetings)
- Conduct up to two follow-up web-meetings with each of the Content Framework Teams (within 4 weeks after team meetings)
- Participate in two-day follow-up meetings to finalize the Content Framework documents (within 8 weeks after team meetings)

3. Planning for CTE Assessment System

- Review current OVAE guidance and Next Step Working Group Calls (With 8 weeks after beginning of contract)
- Provide interim briefing on key assessment issues in conjunction with one of the Content Framework team visits (within 10 weeks after enactment of contract)
- Create Cluster/Pathway matrix that summarizes available 3rd party assessments by Cluster/Pathway (within 10 weeks after enactment of contract)
- Post on-line survey tool to gather information about assessment approaches currently used in Montana Secondary and Postsecondary CTE. Create report on Online survey summary. (Within 6 weeks of enactment of contract)
- Draft CTE Skills Assessment Options and Recommendations Memo for How Montana can develop a CTE Assessment System that meets federal Perkins Requirements (Within 5 months of enactment of contract)
- Provide briefing on the CTE Skills Assessment Options and Recommendations memo (Within 5 months of enactment of contract).

C. Applicant Eligibility

Eligible applicants are secondary and postsecondary educational institutions.

D. Components of the Proposal

Each proposal must contain the following information, which will be weighted as shown:

Points

Component

30

I. Rationale for the Project

Describe:

- The entity responsible for administering the project.

- A brief summary of the project director's qualifications, including education and/or work experience for directing the activities of the proposed project.
- The need this program is addressing that other programs do not address.
- The methods used to determine the relevance of the specific endeavors in the project.

60

II. Rural Outreach in Counseling Program Plan

Narrative: Give an overview of the scope of the project to be implemented. Narrative must be coordinated with the Objectives, Activities and Evaluation plan below, and correlate with the budget narrative requirements.

Narrative must include an overview of outreach strategies to encourage participation in the professional development opportunity, particularly for counselors from small high schools with little funding or are geographically isolated.

Objectives, Activities and Evaluations:

Objectives

Using the format provided, list the objectives that will be achieved as the result of the proposed project. All objectives must be quantifiable and address the Secondary State Core Indicators, included below.

Activities to Achieve Objectives

Using the format provided, list the activities that will be carried out to accomplish EACH objective listed. State what will be done, by whom, and the timeframe for accomplishing these activities.

Evaluation

Using the format provided and the State Core Indicators, describe measurable methods you will use to determine the effect of **each** objective in attaining the State Core Indicators. Indicate when evaluations will occur during the project period, who will collect the data, and how it will be collected. Include a description of the tools of assessment that will be used to evaluate the activities.

10

III. Budget Narrative and Budget Form

- Describe how the federal funds requested will be expended to conduct the planning and implementation of the proposal, using the provided detailed budget form and accompanying budget narrative form.
- When indirect costs are requested, the percentage must be negotiated IDC rate or 8%, whichever is the lesser amount.
- Although no match is required, describe what other funds, if any, will be used to achieve program objectives. **Specific statement must be made on non-supplanting of local or state funds.**

100

TOTAL MAXIMUM POINTS*

*Proposals that do not achieve at least 50 points will be disqualified. A proposal will be considered a "Qualified Plan" for rating ONLY if the Format for Proposal/Certificate & Assurances form is properly signed and included.

**PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006
OBJECTIVES, ACTIVITIES AND EVALUATION**

RESERVE PROGRAM

OBJECTIVES	ACTIVITIES	EVALUATION

Instructions for filling out a Budget Narrative

The Budget narrative is to follow the categories on the budget spreadsheet. This is a **SAMPLE BUDGET NARRATIVE** for you to refer to as you develop your own.

- For salaries, include a list of who is being paid, at what FTE and the total amount.
- Hourly wages – same as salaries
- Employee benefits – include a list of who is receiving benefits, what type of benefits, and how much is paid per benefit
- Consumable supplies – include a list of the types of supplies and the costs estimated with each. Please note that this category refers to items such as office supplies and while food may be considered consumable, it does not fit in this category.
- Minor equipment – the total cost for minor equipment must be under \$5,000.
- Travel – include a list of who is traveling, the mileage, lodging, meals, airfare, etc. Use the state approved reimbursement schedule. Mileage for use of a personal car is paid at 48.5 cents per mile if no state car is available and other conditions are met. Otherwise reimbursement is 24.5 cents per mile. In-state per diem is \$23 a day (\$5 breakfast, \$6 lunch, and \$12 dinner). Out of state per diem is \$36 per day (\$7 breakfast, \$11 lunch, and \$18 dinner). Lodging is \$73 in Montana. Out of state travel follows federal rates. If there is no receipt for lodging, the reimbursement rate is \$12 per night.
- Indirect costs – negotiated IDC rate or 8% whichever the lesser
- Major equipment – the total cost for major equipment must be over \$5,000.

If some line items are not applicable to your specific grant, then just enter \$0 or leave them off entirely. Additional questions contact Alyssa Townsend-Hudders at 406-444-0318.

Sample Budget Narrative-alter as needed

School Name
Program Name and Year

Personal Services

1. Salaries

Program Coordinator
.50 (Grade __) FTE \$ _____
Substitute Teachers
(needed when teachers are sent to meetings, trainings, conferences, etc.)
Approximately __ days at \$80 per school day \$ _____

Total Salaries \$ _____

2. Hourly Wages

Fiscal Manager (hourly rate multiplied by total hours)..... \$ _____

3. Employee Benefits

Program Coordinator
Health insurance \$ _____
PERS (rate __) \$ _____
FCIA (rate __) \$ _____
UCC (rate __) \$ _____
IAB (rate __) \$ _____
Fiscal Manager
Social Security (rate __) \$ _____
Retirement (rate __) \$ _____
Worker's Comp (rate __) \$ _____
Unemployment (rate __) \$ _____
Total Employee Benefits \$ _____

4. Total Personal Services \$ _____

Operating Expenses

5. Contracted Services \$ _____

Website development and maintenance

6. Audit Costs \$ _____

Brief description

7. Consumable supplies

Office supplies \$ _____

Software/computer supplies \$ _____

Total Consumable supplies \$ _____

8. Minor Equipment (<\$,5000)

Laptop computer \$ _____

Software update \$ _____

Total Minor Equipment \$ _____

9. Printing

In house Xerox costs \$ _____

Newsletters and flyers \$ _____

Promotional materials \$ _____

Total Printing \$ _____

10. Postage and mailing \$ _____

11. Telephone

Monthly charge \$ _____

Long distance \$ _____

Cell phone \$ _____

Total Telephone \$ _____

12. Travel

State conference

Mileage (___ at an average of ___ miles x \$0.245 per mile) \$ _____

Lodging (___ rooms at \$73 per room, per night) \$ _____

(Airfare ___, Lodging ___, Meals ___) \$ _____

13. Rent \$ _____

e.g. conference room

14. Utilities \$ _____

15. Repair and maintenance \$ _____

16. Other \$ _____

17. Total Operating Expenses \$ _____

18. Indirect Costs (= <8%) \$ _____

Indirect = negotiated IDC rate or 8% whichever the lesser

19. Major Equipment (=>\$5,000) \$ _____

Brief description

20. Total Budget \$ _____

FEDERAL Career and Technical Funds DETAILED BUDGET

Eligible Recipient: _____

Project Number: TBD _____

		<i>Original Budget</i>	
		Federal Budget	Other Funds
Personnel Services			
1	Salaries		
2	Hourly Wages		
3	Employee Benefits		
4	Total Personnel Services	\$0	
Operating Expenses			
5	Contracted Services		
7	Audit Costs		
6	Printing		
8	Consumable Supplies		
9	Minor Equip. (<\$5,000)		
10	Postage and Mailing		
11	Telephone		
12	Travel		
13	Rent		
14	Utilities		
15	Repair and Maintenance		
16	Dues, Subscriptions		
17	Training Cost-Registration Cost		
18	Other		
19	Total Operating Exp.	\$0	
20	Indirect Costs (= <8 %)	\$0	
21	Major Equip. (=> \$5,000)		
22	Total Budget	\$0	

		<i>Revision No. 1</i>	
		Federal Budget	Other Funds
		\$0	
		\$0	
		\$0	
		\$0	

		<i>Revision No. 2</i>	
		Federal Budget	Other Funds
		\$0	
		\$0	
		\$0	
		\$0	

Date: _____
 State Approved Signature: _____

State Core Indicators of Performance

Secondary Perkins Measures Used to Indicate Performance*

1S1

Academic

Attainment –

Reading/Language

Arts

113(b)(2)(A)(i)

Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school **reading/language arts** assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took the ESEA assessments in **reading/language arts** whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.

1S2

Academic

Attainment -

Mathematics

113(b)(2)(A)(i)

Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school **mathematics** assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took the ESEA assessments in **mathematics** whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.

2S1

Technical Skill

Attainment

113(b)(2)(A)(ii)

Numerator: The number of CTE concentrators who passed technical skill assessments that are

aligned with industry-recognized standards, if available and appropriate, during the reporting year.

Denominator: The number of CTE concentrators

who took the assessment during the reporting year.

3S1

Secondary School

Completion

113(b)(2)(A)(iii)(III)

Numerator: The number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a state-recognized equivalent to a regular high school diploma (if offered by the state), or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the state) during the reporting year.

Denominator: Number of CTE concentrators who left secondary education during the school year.

4S1

Student Graduation

Rates

113(b)(2)(A)(iv)

Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of ESEA.

Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.

5S1

Secondary

Placement

113(b)(2)(A)(v)

Numerator: The number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e. unduplicated placement status for CTE investors who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).

Denominator: Number of CTE concentrators who left secondary education during the reporting year.

6S1

Nontraditional

Participation

113(b)(2)(A)(vi)

Numerator: The number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a program that leads to employment

in nontraditional fields during the reporting year.

6S2

Nontraditional

Completion

113(b)(2)(A)(vi)

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who completed a program that leads to employment in nontraditional fields during the reporting year.

Postsecondary measures used to indicate performance

1P1

Technical Skill

Attainment

113(b)(2)(B)(i)

Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year.

2P1

Credential,

Certificate, or Degree

113(b)(2)(B)(ii)

Numerator: Number of CTE concentrators who received, or were eligible to receive an industry-recognized credential, a certificate, or a degree and left postsecondary education during the reporting year.

Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.

3P1

Student Retention or transfer

113(b)(2)(B)(iii)

Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn and were

Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn and were not

eligible to earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.

4P1

Student Placement

113(b)(2)(B)(iv)

Numerator:

Number of CTE concentrators who completed or were eligible to complete a CTE program and were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2008 would be assessed between October 1, 2008 and December 31, 2008).

Denominator: Number of CTE concentrators who completed or were eligible to complete a CTE program and left postsecondary education during the reporting year.

5P1

Nontraditional

Participation

113(b)(2)(B)(v)

Numerator: Number of CTE participants from underrepresented gender groups who participated in a CTE program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a CTE program that leads to employment in nontraditional fields during the reporting year.

5P2

Nontraditional

Completion

113(b)(2)(B)(v)

Numerator:

Number of CTE concentrators from underrepresented gender groups who completed or were eligible to complete a CTE program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE concentrators who completed or were eligible to complete a CTE program that leads to employment in nontraditional fields during the reporting year.